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SCHOOLS - ONTARIO

**A capsule
report on**

Ontario Schools



**Comments on developments in
Ontario education based on
statements by
Hon. Thomas Wells,
Minister of Education**



Ministry of Education
Ontario

This booklet is intended to help inform Ontario citizens of important developments and trends in the education of young people in elementary and secondary schools.

In a time when our society and way-of-life seems to be changing so rapidly, it is especially important that we all are better aware of what is going on in our schools -- because today's students will direct tomorrow's Canada.


The main text of this booklet is based on my remarks in presenting the Estimates of the Ministry of Education on May 23, 1972.

I hope that you find this information useful and interesting.

Cordially,

Thomas L. Wells

Thomas L. Wells
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I would like to speak in plain and concrete terms about some basic trends in Ontario education, and to give specific examples of recent developments that are resulting in an improved quality of education in our elementary and secondary schools.

As a starting point, I would like to mention some of the effects and implications of the ceilings on education expenditures which came into effect two years ago.

In February and March of this year, there was a resurgence of public discussion in some areas of the Province about the cost ceilings, at a time when certain school boards were in the throes of finalizing their budgets for 1972.

FORECASTS PROVEN INACCURATE

A great many claims were made at this time as to how the cost ceilings were going to have a deteriorating effect on the quality of education.

Once things settled down, however, and 1972 school board budgets were finally set, it quickly became clear that there would be no drastic staff cuts or large increases in class size -- as had been forecast by some people. It also became quite clear that the quality of education would not deteriorate in Ontario schools.

Most of these forecasts were largely based on misunderstanding -- and sometimes on exaggeration -- although I do not doubt the sincerity of the people who spoke on these matters at the time.

Much of the inaccuracy was based on an incorrect belief that spending on education in Ontario was being cut -- which was simply not the case. The Provincial cost ceilings only placed a limit on the amount by which a school board's budget could be increased each year.

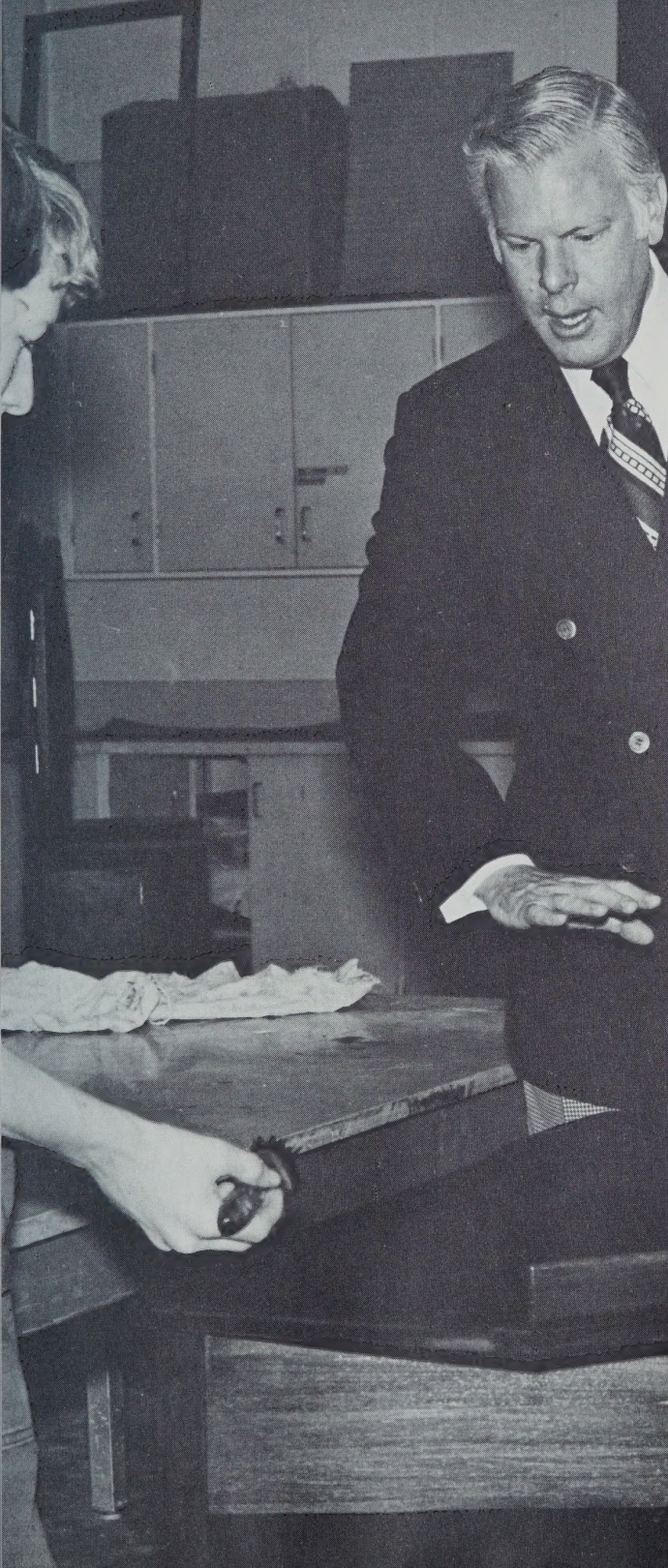
BUDGETS HAVE NOT BEEN CUT

We have not had budget cuts in Ontario education. We are aware of no boards that will have to spend fewer dollars per pupil in 1972 than they did in 1971.

But while school board budgets are still being increased, a successful effort is being made to control the size of the increases -- in response to evidence from all sides that educational spending has reached a point where taxpayers will go no further.

Despite some isolated vocal evidence to the contrary, most school board trustees and administrators privately (and often publicly) acknowledge the need for constraints on education spending.

It is generally agreed among educators and education officials that we can't keep on accelerating the rate of spending -- first because public financial resources can't keep up with it, and also because unlimited spending isn't needed to maintain or improve the quality of education.



I think it is important to understand that decisions as to how school boards plan their budgets have been left largely to the boards themselves. They have been free to determine the order and choice of their own priorities.

Decisions to alter particular programs or to make other changes in order to meet budget limits have been board decisions alone.

SPECIAL CIRCUMSTANCES CONSIDERED

It is also important to remember that the limits on total expenditures are not the same for every school board across the Province.

An integral part of the ceilings are special allowances called "weighting factors" which take into account special circumstances of individual boards, as well as regional differences.

Extra assistance is provided to boards for exceptional circumstances related to compensatory and special education programs.

Extra assistance also applies to boards for such factors as commodity prices in northern areas, additional maintenance for older schools, special needs arising from abnormal growth patterns or transfers, and certain aspects of vocational education.

School boards in large cities, for example, have higher ceilings than smaller boards, to enable them to cope with "inner city" problems that are more prevalent in large urban areas.

Similarly, boards in the territorial districts have higher ceilings because of the higher cost of living

in the North combined with a sparseness of population.

WEIGHTING FACTORS ENSURE EQUITY

A great deal of work has been done to ensure that the weighting factors are as fair and equitable as possible.

Our goal is to ensure that proper consideration is given to special programs that are benefitting children -- or school boards that have unique costs related to their geographic location or other factors beyond their control.

For this reason, the weighting factors were originally established only after an exhaustive study of the spending patterns of almost

The generous financial support given to education in the last few years has been a necessary and successful investment.

Clearly, a minimal level of education financing exists -- below which it is impossible to secure a quality education.

But there is another level -- a higher level -- beyond which increased expenditure does not add appreciably to that quality.

Ontario passed the lower level many years ago. We have achieved what most people believe is quality education.

In a great many areas, we are now at the level where continued progress will not result from rapidly-increased spending -- but rather from creative innovation, efficient administration, the questioning of established and ritualized practices, and the imaginative reallocation of existing resources.

every school board in the Province, and they are constantly being reviewed.

Adjustments have been made year-by-year to recognize changing situations, and we are spending much time analysing the weighting factors that will apply to 1973 budgets.

This review is essential to the continuing equity of the cost ceilings as they apply to individual boards. We have met with many boards in the past few months, and have been in close touch with teacher and school trustee organizations as well.

We are doing everything possible to ensure that the weighting factors are realistic and reasonable.

1973 CEILING DEADLINE

When the cost ceilings were introduced for 1971, there were a number of school boards around the Province that were spending more per pupil than the ceilings permitted, even after allowances were made (by means of the weighting factors) for special programs and other legitimate factors that forced some boards to

I would like to quote a paragraph from an article in a recent issue of the newsletter of the Halton County Board of Education.

In this article, Mr. William J. Priestner, Chairman of the Board's Finance Committee, reports to the people of Halton on the fact that education taxes in the County will be dropping for the third consecutive year.

Mr. Priestner says in part:

spend more than others on certain items.

These boards that were above the ceilings have been given three years to bring their spending into line.

The third year is 1973, so that when 1973 budgets are prepared, all school boards in the Province will be required to stay within the weighted ceilings.

This exercise is going to be very difficult indeed for some boards, particularly those that have not taken steps in the past two years to pave the way for the 1973 deadline.

However, while acknowledging the difficulty some boards may have I wish to emphasize that the vast majority of school boards have done an excellent job of holding down spending increases, and should be able to meet the ceilings in years to come without undue difficulty.

Good management and long-range planning have been demonstrated by many school boards in Ontario.

There are many examples of boards which have planned wisely, sincerely and successfully -- and such boards

"What about the government ceilings that have been in the news lately? We have all heard complaints from school boards which "can't" get down to the spending limits imposed by the Province.

"Your board has always operated under the ceilings and will do so again this year.

"We feel that the ceilings are necessary to control the extraordinary growth in educational spending that we have witnessed in the last decade."

Certainly there has been a long series of major changes in Ontario education. But a change in means does not infer a change in purpose.

We have readily adopted changed means for the sake of improvement -- for the sake of greater equality of opportunity, and to accommodate changing social conditions. But the purpose of the Ministry of Education has not altered, and only an uninformed and superficial view of recent changes would suggest it had.

The purpose of public education was once expressed as "helping young people become privately happy and publicly useful."

That remains a good way to describe the purpose of education in this Province.

To be "privately happy" implies a full measure of self-realization. To achieve this, one must discover and develop his own interests and aspirations. He must develop a sense of self-direction and a sense of self-discipline. He must value both independence and responsibility.

To achieve his goals, he must learn how to learn -- by mastering the skills upon which learning depends.

A "privately happy" individual is almost certain to be a "publicly useful" citizen as well. Those factors which lead to individual goals collectively lead to public goals -- provided, of course, that our students have learned how to

have been able to pass on reasonable mill rates to their taxpayers without having to make detrimental alterations to their programs.

work cooperatively, and, through practice, have learned how to conduct affairs in a tolerant, democratic, humane and morally-responsible manner.

We have never lost sight of these kinds of objectives, least of all now, in our planning for the years to come.

Conventional wisdom once viewed the education process as a series of grades, each with definite content, each to be mastered before going on to the next grade. But more and more, we see the content of education as a continuum -- with each student moving at his own rate, depending on his ability and interests, and the motivation that expectations of parents and teachers help establish.

There can be little doubt about which framework -- the lock-step method or the individualized approach -- is more likely to lead to the self-realization of each individual student.

Good teaching was once seen as the transmission of facts from a stern adult to neat rows of docile children. Today, we leave much of the transmission of facts to the textbooks and media.

The ideal teacher today is someone working with students, showing them how to tackle a problem cooperatively and analytically, helping them find and use the information they need.

Which method is more likely to produce the "publicly useful" citizen? The answer is self-evident.

QUALITY OF EDUCATION IMPROVING

There are some people who would have you believe that the ceilings represent a great contradiction -- that you cannot expect to see improvements

in education while at the same time trying to slow down cost increases.

Well, we have been living under cost ceilings for two years now -- and there is no evidence that such a contradiction exists.

In fact, the evidence suggests that there is definitely plenty of room for curriculum innovation and improvement in the quality of education within the bounds of the budget limits that now exist.

Again I would briefly quote Mr. Priestner of the Halton County Board. He says:

"Sometimes when we get involved in financial matters we tend to forget our real purpose and that is the kids.

"It's of little use to keep costs in control if the program offered is suffering. This year's budget does not curtail any existing program and as an example allows more money for field trips."

TRANSITIONAL PERIOD IN EDUCATION

There is no doubt that we are in a period of transition in education in Ontario -- changing gears between a decade when the emphasis was on quantity and a decade when the emphasis will be on quality.

Naturally, the transition takes some getting-used-to, and the last year or two have been difficult for many school boards. But we must look on these few years as a period of adjustment.

There is evidence all over the Province that convinces me that we are on the verge of a visible move forward toward a greater emphasis on the quality of education.

Within the Ministry of Education, we have been making major changes to reorganize our structure and make it possible for our people to be much more flexible and responsive in working with school boards and teachers.

These changes have been much more than a mere shuffling on an organization chart. When everyone settles into their new job assignments, there is no doubt that the staff of the Ministry will be more efficient and effective in playing a leadership role and in responding to the needs of teachers and boards in terms of practical services and back-up assistance.

CONSULTATIVE ROLE OF MINISTRY

The Ministry of Education has been saying for quite a while that individual school boards must take much more responsibility for deciding what goes on in their schools.

We have been saying that decisions about spending priorities, about the choice of programs, curriculum development and personnel requirements should be the business of the boards.

Our objective is to make the school system an agent for responsible self-realization.

The changes we have been promoting are all designed, in one way or another, to help schools become better able to deal with the individual as an individual -- whatever his needs, whatever his mental ability or physical disability.

We have held this objective consistently. We have made changes only to move closer to it, not to depart from it.

And we have been saying that the role of the Ministry is increasingly a consultative role, providing practical advisory assistance in these matters rather than dictatorial "orders."

There has been a lot of misunderstanding about this -- and quite frankly, it has often seemed that either people didn't believe us, or else they actually preferred the old rigid system where there was little room for local flexibility and adaptability.

However, there are increasing numbers of boards and teachers around the Province that have caught the spirit of what we are trying to do, and there are signs everywhere that the concept of local decision-making is spreading.

LOCAL CURRICULUM EMPHASIS

A good example of this has been the realization by many teachers that they now have great opportunities to play a vital role in curriculum development in their schools.

Teachers are beginning to realize that the Minister of Education really intends them to have the right and responsibility of developing their own courses -- and of choosing their own textbooks and supplemental teaching aids -- within the broad guidelines which we provide.

The basic textbooks which may be used with any particular course are listed in a document called Circular 14. As recently as about 10 years ago, there was only one text listed for each course. However, over the years, in a deliberate attempt to involve teachers in the selection of texts, a greater degree of choice has been built in.

Today, for each curriculum subject, there are multiple choices as to

In many schools, the pupil's grades depend largely on his daily work -- how he gathers and analyses information, and arrives at conclusions.

Many schools have dropped the system of promotion based on two or three formal exams, where success depends largely on rapid memory recall.

These schools have not lost sight of the real objectives of education, but are moving closer to them.

which basic texts may be used. This allows much more freedom for teachers in creating varied and interesting courses, using more than one basic text if they wish.

STRESS ON CANADIAN MATERIALS

In addition to the basic texts for each course, there is also a wide range of supplemental books and materials (many of them inexpensive) which teachers may bring into the classroom to provide background or depth on particular aspects or portions of the course.

Teachers are free to choose these materials, subject of course to the budgets and general arrangements of each school.

Over 3,000 such materials of Canadian origin were recently compiled by the Ministry in a document called Circular 15. This is the first major effort to compile a catalogue of learning materials prepared by Canadians for Canadians.

As Minister of Education, I firmly believe that our schools should be using textbooks and other materials written and produced by Canadians.

Because of our belief in the need for the increased responsibility of

'Ontario textbooks are over 90 per cent Canadian'

To the editor of The Star:

I strongly support your editorial (May 30), which stressed the importance of using Canadian textbooks and other learning aids in Ontario schools.

Lest there be any question about the firm policy of the Ministry of Education on this matter, let me state it in plain terms.

I have said publicly at least a half-dozen times in the last two months that we are firmly committed to the idea that children in Ontario schools should use textbooks and other learning materials which are authored by Canadians and published by Canadians.

That is our policy, clearly and forcefully. Premier William Davis enunciated it in Tillsonburg last week, and there should be no doubt about it among teachers, parents or the general public.

The ministry's policy on the use of Canadian textbooks has a strong bite to it. We have gone much further than most people realize.

Each year, we publish a document which lists the basic texts that are approved for use in elementary and secondary school classrooms in the province. Teachers are obliged by legislation to select from this list. This is their responsibility.

The 1972 edition contains over 2,000 titles, of which over 90 per cent were written by Canadians and published in Canada.

Although the 90 per cent level is a new high, it has always been above 80 per cent in recent history.

The few non-Canadian books are largely in areas such as science and foreign languages, and are considered to be works of outstanding merit which do not reflect a cultural bias.

But in subjects like history, geography, social studies, literature and other subjects which deal with people and their problems, almost all of the authorized textbooks are written and published by Canadians.

The policy of the ministry has stimulated a tremendous increase in the number of good-quality Canadian textbooks available to our schools. Our policy has resulted in a "guaranteed market" for Canadian materials, and our educators have

enthusiastically capitalized on this situation.

Of course, basic textbooks are not the only learning materials used in Ontario classrooms. There are also films, filmstrips, records, booklets and other materials which are used to supplement the texts.

Because of the vast quantities and diverse nature of such materials, the ministry has never felt it could or ought to, control or dictate which of these materials might be used by teachers and students.

However, as a positive step, we published this year a very detailed catalogue called "Canadian Curriculum Materials" which lists and briefly describes over 3,000 items of this nature which have been created and produced by Canadians.

Until now, no such catalogue existed, and I am sure that serious teachers all across the province will capitalize on these new-found opportunities to add a further measure of Canadianism to their classrooms.

I would never want it said that Canadians are engaged in a campaign of "anti" anything—perhaps least of all, anti-Americanism. What we are witnessing is something much more important, much more deeply rooted than that.

We are becoming aware that Canada is a unique and extremely fortunate nation, with a culture, heritage and role that should be preserved—not only for our own self-esteem, but for the general benefit of North America and indeed the world.

It is of extreme importance that today's students have a clear understanding of the importance of Canada and Canadianism because these are the young men and women who will be in positions of leadership—both in business and in government—10 years from now.

I say with all confidence that, when that time comes, Canada will stand more squarely on its own feet than it has ever done in the past.

THOMAS L. WELLS
Minister of Education
Queen's Park
Toronto

teachers to get actively involved in the selection of textbooks and supplemental classroom aids, copies of Circulars 14 and 15 were this year mailed to each teacher in the Province. I considered it essential that this be done.

TEACHERS' ROLE IN CURRICULUM

In a similar way, teachers today have a far greater role in curriculum development than in the past. The Ministry of Education no longer provides detailed course outlines, specifying how a subject must be taught by every teacher to every student in the Province.

Instead, a booklet called a "curriculum guideline" is issued for each area of study.

Each guideline explains the nature and scope of the subject, and makes suggestions for teaching it -- and in doing so, outlines the boundaries for a variety of approaches that teachers might use in teaching the particular subject.

In effect, each curriculum guideline is a skeleton to which teachers can add the flesh. Each is sufficiently flexible as to allow a school or a teacher considerable scope in deciding the specifics as to how the subject might best be taught in the particular school or community.

This approach probably reflects better than any other example the Ministry of Education's emphasis on local decision-making geared to local needs or interests.

In every community in Ontario, there is now a dramatic new opportunity to

develop fresh approaches to curriculum, based on the needs and interests of the students and the community.

TEACHERS SHOW IMAGINATION

There are some who say that teachers are not ready or able to adapt to these changes. I do not accept this generalization.

The nature of the curriculum guidelines is broad enough to allow teachers maximum flexibility in deciding how to teach their subjects. The guidelines are having a very positive effect in giving teachers a chance to use their own ingenuity, creativity and experience in the courses they teach.

There is no ceiling on imagination, initiative and innovation in this Province.

We have long said that individual differences among students must be recognized, and the same is true for teachers who can judge their own capabilities in deciding how they can best convey knowledge about any particular subject.

We don't think that teachers can be forced to teach everything in the same way, any more than students can be forced to learn everything in the same way.

INNOVATIVE COURSES

To add further flexibility to local curriculum development, teachers are given the opportunity to develop their own courses which may be related to our curriculum guidelines, but which perhaps fall just outside their boundaries.

In such cases, teachers must submit their proposed course outlines to the

Ministry for approval.

It is a testimonial to the initiative of teachers that over 2,000 innovative courses have been developed all over Ontario in the past two years.

There are many hundreds of interesting examples, such as a course in Ojibway on Manitoulin Island, a variety of courses that have focused on particular aspects of Canada and its people, and special courses in family life education.

And it is a testimonial to the calibre of professional competence of teachers that of all such experimental courses submitted to the Ministry for approval about 90% have been approved after careful review and study by curriculum officials of the Ministry.

The significance of this new flexible approach to local curriculum development can best be appreciated if we look back ten or twelve years when teaching meant using a prescribed textbook and covering a prescribed amount of material to pass prescribed exams.

In days past, it was sometimes said that the school curriculum was dull and irrelevant to the needs of students and a changing society. These new approaches which I have just described have already gone a long way towards overcoming this situation.

CURRICULUM STAYS RELEVANT

As an additional safeguard to keep courses of study relevant and contemporary, the Ministry has begun a procedure that will ensure that all existing curriculum guidelines will be reviewed frequently and systematically.



The reactions and recommendations of teachers, pupils and parents are being sought. A representative "curriculum revision committee" is at work this year, analysing primary and junior level programs.

This committee includes teachers, parents, principals and other representatives of all levels of education, and also includes representation based on geographic, ethnic and religious factors.

This procedure is a virtual guarantee that no curriculum guidelines will become static or outdated.

In addition to this, new curriculum guidelines for new courses are being continually developed as a need or widespread interest becomes apparent.

For example, we have recently provided schools with guidelines for new programs on Urban Studies, World Religions, People and Politics and Law -- and many schools may soon be offering courses developed from these guidelines.

The World Religions course will be offered in over 100 schools in the Province beginning next September.

CONTEMPORARY TOPICS

The new curriculum guideline on People and Politics is a good example of how contemporary the classroom may become as teachers grasp their new flexibility and responsibility.

Under this new guideline, teachers can develop courses that cover Canadian nationalism and Canadian-American relations. Students can also study such issues as war, peace, law, authority, freedom, social justice, revolution, power and conflict.

Those of us who attended high school a decade or two ago may find it difficult to imagine such topics on the curriculum actually leading to credits for a Secondary School Graduation Diploma.

But who would disagree with today's young people being exposed to urgent and contemporary topics like these?

These are just some of the very significant developments that have been taking place regarding the curriculum in the schools of Ontario. Two major factors which determine the quality of education are clearly what is taught and how it is taught -- and on both counts, Ontario has been making great strides forward in the last few years.

FLEXIBILITY IN SECONDARY SCHOOLS

There have also been a number of other developments in our schools which will directly affect the nature and quality of the educational experience to which the individual student is exposed.

One I would specifically mention is the "credit system" which will be operating in all secondary schools of this Province this fall.

Basically, the "credit system" is based on the premise that it is impossible -- in this day of rapid change -- to rigidly specify a list of definite courses which will answer the needs of each and every student in the Province, or indeed in any given school.

Every student's needs are different, every student's interests are different, and every student's future plans are different.

Add to this the fact that society is changing very quickly, and I believe

you have a situation where flexibility in education is the only proper approach in preparing young people for the world they will face in the future.

The "credit system" provides this flexibility -- while at the same time it ensures that students are equipped with a good grounding in basic skills and knowledge that will serve them well, regardless of where the future leads them.

This system is an outgrowth of a project started in the mid-1960s, in which a small group of secondary schools in the Province tested and developed some basic approaches to flexibility in curriculum.

About 80% of Ontario's secondary schools are now at least nominally operating under the new system, and this September all secondary schools will be expected to adopt it.

NO RIGID CORE CURRICULUM

Under the "credit system" there is no rigid "core curriculum" as such; in a fast-changing world, it is impossible to predict in advance that any given core of basic subjects will provide the specific knowledge and skills that will be essential in the future.

However, all the courses that may be taught in a secondary school are divided into four categories, and the Ministry of Education requires that each student take a minimum number of courses from each of these four broad areas, in order to ensure that he has a sound educational foundation.

The four categories are:

- (1) Communications, including English, French and other languages.

- (2) Social and Environmental Studies, including subjects like history, geography, urban studies and law.
- (3) Pure and Applied Sciences, including mathematics, biology, chemistry, physics, and so on.
- (4) Arts, including such subjects as music and dramatic arts.

Beyond the requirement that students take a basic number of courses from each of these four areas, we believe that students should be free to choose their remaining courses themselves, in close consultation with their parents, teachers and the school's staff.

Needless to say, students intending to go to college or university must keep admission requirements in mind when selecting their secondary school courses. The same applies to those who intend to seek a particular type of job after completing secondary school.

But the overall goal is to give each student a chance to take a wide range of courses that will test his abilities and self-discipline, and broaden his horizons considerably.

MATURE REACTION OF STUDENTS

We have found that students, because they must now take an active part in decisions affecting them, are shifting from passive to active learning.

In those schools where this new approach has been adopted enthusiastically by the principal and teachers, discipline problems have often been reduced considerably -- and the reason seems to be that students are much more serious about their courses when

they have actually had a hand in choosing them.

It is obvious that some secondary schools have capitalized on this new flexible approach more enthusiastically and successfully than others.

There are still those principals, teachers and parents who apparently feel that students cannot or should not be left to choose their courses themselves -- and that students will ignore some of the traditional basic subjects.

The evidence is to the contrary.

STUDENTS DON'T SHUN BASIC SUBJECTS

Here are some September 1971 statistics that are relevant. The number of students taking English at the Grade 13 level jumped by 25.5%. In History the increase was 12%, and General Science was on a par with the previous year. Grade 12 Mathematics saw a 12.8% gain.

In general, there are significant increases in English, Mathematics, Technologies and in some areas of Science and Art.

At the same time, there has been a growth in interdisciplinary work -- so that aspects of certain subjects, such as History, appear in a number of other courses, instead of only under the old fixed labels.

The figures that we have from the schools for 1972 indicate that the so-called basic subjects are not being rejected by students, even though they now have much more freedom to pursue learning experiences that relate either to modern issues or to their own particular interests.

Because young people are not being locked into predetermined and packaged programs under the new system, there

are some other benefits worth noting. For example, many more students than before are now choosing one or two technical courses -- such as auto mechanics -- because they know this does not commit them to a total technical program.

There has been a 46% increase over last year in the personal typewriting course, since this option is now open to any student regardless of career choice.

PARENTS DEFINE "QUALITY EDUCATION"

Let me stress again that I firmly believe that Ontario is entering a period when emphasis on the quality of education will be forceful and visible.

In a recent survey conducted by an independent research group for the Ministry of Education, 1,000 parents in all parts of the Province gave their opinions on how they defined "quality education" -- and about half of them zeroed in on the student himself.

They said quality education means students who show initiative, are able to reason, have practical skills, are well-adjusted and so on.

The calibre of teaching was also mentioned frequently, as well as the need for courses that are practical, varied and interesting.

When asked what is the "most important" thing schools should teach, a sizeable number of parents replied that schools should "teach students to think on their own," or should stress skills of analysis and inquiry.

When present directions and policies in Ontario education are evaluated

The high standard of special education services developed in this Province is being maintained within the financial resources now available to school boards.

It is true that boards have had to take a close look at their programs to make sure they are effective, and to make sure that they are not duplicating services provided by other agencies.

But there is no indication that special education has suffered.

As a matter of fact, most of the evidence suggests that school boards are becoming more involved with special education programs than in the past.

For example, new regulations come into effect next September making retarded children eligible to apply for full-time school attendance at the same age as any other child, with the right to attend until the age of 21.

These changes will firmly establish that school law governing the basic rights of attendance applies to all children.

It is worth noting that between 25 and 30 school boards applied to institute the new attendance regulation well ahead of the mandatory date of September 1, 1972.

against these objectives, it is very clear that our schools -- which are already providing a quality of education that is virtually unmatched anywhere -- are moving forward in ways that will serve our young people even better in the future.

It is significant to note that the vast majority of parents included in

our survey registered a favourable impression of existing educational services in Ontario.

Eighty-five percent described themselves as "moderately" to "very" happy with the quality of education provided, and 70% said that education has improved in the past five years.

I believe that this is a very positive base of public support upon which we can aggressively move forward through the 1970s.

